

**Minutes of the
Committee of Practitioners Meeting
June 17, 2014**

Call to Order

The meeting of the ESEA Committee of Practitioners was called to order by Laura Willemssen at 10:00 a.m. at the MacKay Building in Pierre, South Dakota.

Attendance

Members present were: Laura Willemssen, Joan Pribyl, Becky Eeten, Lori Bouza, and Roxanne Lamphere.

Staff persons in attendance were: Shannon Malone, Jenifer Palmer, Carol Bush, Jordan Dueis, Betsy Chapman, and Brittini Atkins.

Approval of the Agenda

By consensus, the agenda was approved by the committee.

Approval of the Minutes of October 8, 2013 and March 11, 2014

The Minutes of the October 8, 2013 and March 11, 2014 meetings were approved by consensus as printed.

Public Comment

No member of the public attended the meeting and no comments were received.

Election of Chair and Vice Chair

June is considered the annual meeting of the Committee of Practitioners per the Committee Guidelines. The positions of chairperson and vice chairperson are elected annually at the annual meeting and serve a one year term.

Willemssen asked for nominations for the position of chairperson.

Motion by Bouza, second by Eeten, to nominate Becky Guffin as chairperson. No other nominations were heard and the committee members cast a unanimous vote to elect Guffin as chair.

Willemssen asked for nominations for the position of vice-chairperson.

Motion by Bouza, second by Eeten, to nominate Laura Willemssen as vice-chairperson. No other nominations were heard and the committee members cast a unanimous vote to elect Willemssen as the vice chairperson.

Committee Member Terms and Recruitment

Request for Re-appointment

The committee reviewed the roster of members and determined that two member's terms are ending in 2014. The Department secretary will be requested to consider a reappointment for each.

Retirement

Sarah Lieber will be resigning from Mitchell Christian School and has indicated that she will not be in a position to represent a private school.

Joyce Larsen has retired from her position at Stanley County Elementary School and from the teaching profession and will no longer serve on the committee.

Recruitment

A discussion was held on the appointment of members to ensure each required position is filled.

Title I Monitoring Cycle-Changes

Malone reported to the committee that the SD DOE is planning reviews of districts receiving consolidated federal Title funds. A four-year schedule was distributed.

Districts receiving \$100,000 or less and do NOT have any Focus and/or Priority schools will participate in a regional review once every four years. Districts receiving \$100,000 or more and do NOT have any Focus and/or Priority schools will have an on-site Title I review once every four years. If a district has at least one Focus and/or Priority school, a Title I review will be conducted once every two years. Districts with Focus and/or Priority schools receiving less than \$100,000 will alternate regional and on-site reviews every two years.

Dueis reported that during 2013-2014, districts with Focus and/or Priority schools were visited by the DOE Title staff. These visits were a less formal review of the work of the district. While on-site, the team visited with school staff and students and parents. This provided a more positive experience for all involved and gave the DOE staff a wider look at the work in the school and the school environment.

One highlight was the visit to the Smee school district. Smee is engaging community and family members on a quarterly basis. They provide a meal followed by an award ceremony for the students that had perfect attendance that quarter. The school has found that it is more valuable to see people face-to-face rather than on the phone or over email. The district uses the services of the local radio station with a special radio program and for announcements about events at the schools. The radio announcer understands about the schools being Focus and Priority and is supportive of their efforts to improve achievement.

Chapman spoke about SharePoint. SharePoint is a location where electronic documents can be stored on a common space at the K12 Data Center. The SD DOE has begun implementing this process. As districts are being reviewed, they will upload their documents to SharePoint. The uploaded documents will consist of all the required documents under the statutes for example the parent compacts and plans/policies, schoolwide plans, 1119 assurances, and others. The DOE staff will review the documents before conducting on-site reviews in an effort to provide on-going technical assistance. A district benefit is that their documents would always be available in a permanent location; many times, with changes in staff, documents get lost. Once a document is posted, all districts with access to SharePoint will be able to view all posted documents. A discussion board is also available at SharePoint.

Focus/Priority Schools Update, SST Changes, 1003(a) Funds

Dueis reported that the designation of Focus and Priority School will not change this year. Each school/district will continue to the next year of the implementation process. No new schools/districts

will be designated this fall because of the implementation of the SD DOE's US Department of Education ESEA Flexibility Waiver. The Waiver included the implementation of the Smarter Balance testing as a statewide field test during the first year. The DOE has been informed that one district does not plan to serve a Focus School with Title I funds during 2014-2015. This school will drop out of Focus School designation as allowed under Federal statute.

School Improvement Grant (SIG) Awards

Dueis reported that South Dakota applied for a new School Improvement Grant award through US ED. The award was received. The SD DOE completed the granting process for SIG Funds to schools this spring. Schools that currently have a SIG grant (ending on June 30, 2014) were not eligible for the new funding cohort. All Focus and Priority Schools were eligible to apply for a grant this year. Only six applied for the funds with one not meeting the requirements of the grant. All the grants have been awarded with the following recipients; Wakpala Elementary, Wakpala Middle School, Oelrichs Elementary, Oelrichs Junior High, and Oelrichs High School.

Progress of Focus and Priority Schools

During the past school year, the DOE engaged the SST members in three separate two-day data analysis reviews. At the data analysis, a special form was used for the Focus Schools analyzing school leadership teams, use of data, use of SD LEAP, targeted interventions and support, targeted professional development, and family and community engagement. Likewise, a special form was used for the Priority Schools analyzing progress on the seven Turnaround Principles.

A SD DOE workgroup was formed to look at the data analysis review documentation to determine whether the schools are meeting the requirements. Members of the workgroup come from several divisions within the DOE. Malone asked the COP committee for their comments on school leadership teams using SD LEAP effectively and other topics including how a district would redesign a new school year. The committee asked about whether there could be sharing of district plans as was done under the previous school improvement process. Another comment received was on a successful school working with a school that is struggling. A comment was made on the amount of time a teacher is away from the classroom and does the benefit of the work of the team outweigh the cost to the kids.

School Support Team Assignments

Malone informed the committee that the new School Support Team (SST) member assignments and contracts have been determined. A copy of the list was distributed. A question was asked about the amount of training provided to the SST members. The SST members are contracted because they are experts in multiple areas. They do receive several days of training with two days in August, two days in October, a one day webinar in December, 2 days in February, a one-day webinar in April, and two days in June for data analysis. A question was asked as to whether the SST members would be monitoring the Student Learning Objectives (SLO). No, the SST members will be monitoring the implementation of professional development pertaining to the SLOs at their respective assigned schools.

Malone asked about the possibility of getting the Focus and Priority schools together for a peer-to-peer discussion. We would like them to share what is working in their school particularly in the area of family and community engagement. The committee indicated that this type of event would be best at the end of the school year or in June. This way the schools could reflect on the year while it is still fresh in their minds. August does not seem to be a good time as it is too busy and staff persons are looking forward, not back. A member expressed the hope that administrators could visit with other administrators and others can visit together sharing ideas in a non-monitoring setting.

Title I 1003(a) Funds

Malone advised the committee that the Department will receive \$1,685,146.00 in 1003(a) School Improvement funding for the next fiscal year with a carryover of funds. The Department will reserve 5% or \$84,257.00 from the top for the state level administration as allowed by the statute. The committee discussed the use of funds at the State level; activities include Statewide System of Support and direct support from the Department. The need for additional funds to support the School Support Team was discussed. From the remaining non-administrative amount, \$800,000 is a reasonable amount to be used by the SEA for the School Support Team to work with the 21 Priority Schools and 33 Focus Schools. The remaining amount of approximately \$1 million dollars will be allocated out to the Title I schools in school improvement according to federal law.

Motion by Bouza, second by Eeten to hold \$800,000 of the 1003(a) School Improvement funds for use by the Department in providing support to the districts in improvement. Motion passed.

The committee had a working lunch.

Title III Update – ACCESS Assessment

Malone gave an update on the Title III program. Malone and Rodriguez attended the WIDA Conference the first week of June. A few questions were added to the consolidated application for 2014-2015 asking about the general fund English Language Learners programs implemented in the district. The SD DOE will be assisting districts that have not implemented a program. Federal Title III funding to the state will be around \$1 million dollars. Mid-Central Cooperative will be picking up the consortium in the Watertown-Haiti area to form one large consortium. The results of the ACCESS test were recently received by the SD DOE. The 2014-2015 district allocations will be uploaded to the consolidated application soon.

During 2013-2014, one school district participated in the on-line ACCESS field test. Our state is set for all our districts to go on-line for the 2015-2016 school year. The committee felt that doing the ACCESS and Alternate ACCESS at the same time is the most convenient. A question was asked about the Write to Learn assessment. The state mandated writing test, Write to Learn, was eliminated by legislative action. Though SD DOE will no longer purchase the Write to Learn, school districts may do so.

Assessment Update

Jan Martin and Matt Gill from the SD Department of Education Office of Assessment and Accountability gave an overview of the various assessments.

Matt Gill provided information on the Digital Library created by the Smarter Balanced consortium. The consortium developed comprehensive assessments for English language arts/literacy and mathematics aligned to the Common Core State Standards (CCSS). This balanced system of assessments includes formative, interim, and summative components. Information on the Digital Library may be found at <http://www.smarterbalanced.org/news/smarter-balanced-announces-timeline-delivery-assessments/> and contains the following statement. **“Digital Library:** The Digital Library is an online collection of resources aligned to the Common Core that will support K-12 teachers in their use of the formative assessment process to adjust teaching to improve student learning. These resources include 102 commissioned, interactive assessment literacy and exemplar instructional modules in English language arts/literacy and mathematics. Smarter Balanced is also working with more than 1,500 educators across member states to include additional tools and resources that will enhance classroom instruction. The

library will have collaboration features that allow users to rate materials and to share their expertise with educators across the country. Educators in all member states will be able to preview the Digital Library from June through September, and it will be available to subscribing member states only beginning in October.”

The library enables state networks of educators and state leadership teams to submit, review, and publish resources. The library uses state of the art tagging and search to quickly find resources by the CCSS and other topics. Each item needs to be reviewed three times before being approved. After approval of the assessment item, educators can go in and look at the item. This process enables educators from across the consortium to collaborate and share their knowledge. Three different types of resources are found in the library; assessment literacy modules, exemplar instructional modules, and education resources. Fifty-seven teachers in South Dakota are putting resources into the library.

Seven State Leadership Team members are “super reviewers.” The SLTs work through the resources. State Networks of Educators (SNEs) working on reviewing the items in the South Dakota items have been awarded Supplemental Review Agreements for completing review of items beyond their original contract. South Dakota will grant CE credit for every three reviews beyond the 12 required by the SNE contract. The SNE members will have an opportunity to get together and complete additional reviews.

The purpose of the exemplar instructional modules is to transform educational practice. Coach educators will use the formative assessment process and embody the process in the module design. These modules must reflect Universal Design Learning or flexibility and inclusion of alternatives to serve variations in the learner’s needs. Currently, there are 559 resources available now. Every resource has a summary, attributes, how it connects to the formative assessment process, student engagement to the formative assessment process, specific connection to the common core standards, learning goals, etc. A toolkit is available within the library that includes printable lesson plans and is also available in Spanish.

To obtain access, send an email to Jan Martin. After September, the state will be required to pay a per student fee. The SD DOE is in the process of finding a vendor.

Smarter Balanced Statewide Assessment

Martin provided a report on the implementation of the Smarter Balanced Statewide Assessment.

The 2013-2014 implementation of the Smarter Balanced test occurred this spring.

- Participation** – 150 of 151 public districts participated, 20 of 20 BIE/Tribal districts participated, 36 of 53 Non-public schools participated.
- Tests** – 70,560 students took the tests with 70,479 completing all tests; 279,137 tests were started with 278,164 completed.
- Personnel** - 1,123 school district personnel were involved in the administration. Four SD DOE staff with the support of four SD BIT staff handled the troubleshooting of network issues.
- Testing Window** – the testing window was 38 days and during this time there was only one 40 minute block of time where testing was not available.
- School Surveys** – overall 90% of the respondents (teachers) thought the testing went okay. In the comment section of the surveys, there are comments that led us to believe there are still misconceptions about the Smarter Balanced, field tests, and scoring. Confusion on shifting to on-line testing and accommodations occurred. Typing/Keyboarding was an issue for younger students. There was a conflict between protecting student personally identifiable data and ease

of log-in for the test. Generally, there was a request for more training and support from the SD DOE. A wide variance in district communication procedures impacted test administrators' ability to administer the tests. If the students and staff did practice tests, things went smoother.

The 2014-2015 Smarter Balanced testing dates have not been established at this time. South Dakota will implement the Science test as that implementation was not waived.

Migrant

Palmer gave an update on the Migrant Program. A change was made on the Federal level that has impacted the workload at the state and district level. Previously, the states had a 30-day turnaround on entering data into the data system upon the identification of a migrant student. The requirement has now been shorted to a 4-day turnaround. Also, the amount of data has increased. SD DOE will be training the programs that consist of Sioux Falls, Huron, and Watertown for the future school year. The DOE has contracted with a company that has created a tracking program and the company will be sending out representatives to assist.

Future Meeting

No date was selected. A survey will be sent out on the dates and ideas on topics.

Adjournment

The meeting was adjourned by consensus at 2:15 p.m.